DOCUMENT RESUME

ED 304 647 CG 021 522

AUTHOR Currie, John R.
TITLE Enriching Adult-Child Affect in the Stepfamily Environment.
PUB DATE 89
NOTE 69p.; Ed.D. Practicum, Nova University.
PUB TYPE Reports - Descriptive (141) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Education; *Elementary School Students; *Family Relationship; Intervention; *Parent Child Relationship; *Parent Education; *Stepfamily

ABSTRACT

This program was designed to strengthen relationships between stepparents and their stepchildren who were elementary school students. The goals of the program were three-fold. The first goal was to improve the affective relationship between the stepparent and the stepchild. Second, improvement of the children's achievement and behavior was expected. Third, improved parenting skills were to be developed through interaction, lecture, and structured practice activities. Initial data indicated a strong relationship between stepchildren and school discipline and emotional problems. Sufficient response to a letter soliciting interest in a program designed to strengthen stepfamily relationships was obtained and a stepparenting component was added to the parent education program. The program covered increasing the stepparent's knowledge of the research on stepfamily dynamics, affection building activities, child development, and disciplinary techniques. Stepparents (N=9) who participated in the program showed gains in the knowledge of stepparenting relationships, gains in affectionate interaction with their stepchildren, and improved disciplinary skills. The participants found the interaction with other stepparents to be among the most helpful benefits. Improvement in the children's responses at school was not significant, but it is believed that the time was too short to note improvement (stepparents participated over a 7-week period). A longitudinal study and a longer time frame are recommended. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PRACTICUM REPORT

3046447

Center for the
Advancement of Education
Ed.D. Program

Enriching Adult-Child Affect in the Stepfamily Environment

by

John R. Currie

CG 021522

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Rawlins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

NOVA UNIVERSITY

JAN 19 [illegible]

Enriching Adult-Child Affect in the Stepfamily Environment

by

John R. Currie

Cluster 27

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Mary L Page

Mary L. Page

Primary Specialist

Minneola Elem. School

November 22, 1988

Date

This practicum report was submitted by John R. Currie under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Jan 4, 1989

Date of Final Approval of Report

Richard Goldman

Richard Goldman, Ph.D., Adviser

TABLE OF CONTENTS

Page

TABLE OF CONTENTS iii

LIST OF TABLES v

Chapter

I INTRODUCTION 1

Description of the Community.....1
Writer's Work Setting.....1
Writer's Role and Responsibilites.....4

II STUDY OF THE PROBLEM 7

Description of Problem.....7
Documentation of Problem.....9
Analysis of Causes.....11
Relationship to Literature.....13

III ANTICIPATED OUTCOMES.....15

Goals and Expectations.....15
Objectives and Measurement Methods.....15
Assessment Instruments.....16
Plans for Analyzing Results.....17

IV SOLUTION STRATEGY.....18

Discussion and Evaluation of Possible Solutions..18
Description of Selected Solution.....22
Report of Action Taken.....23

V RESULTS, CONCLUSIONS AND RECOMMENDATIONS.....29

REFERENCES.....36

Appendices

A PARTICIPATION QUESTIONNAIRE.....41

B SCHOOL DISCIPLINE DATA.....42

C TEACHER IDENTIFICATION DATA.....47

D STEPPARENTING QUESTIONNAIRE AND KEY.....48

E RELATIONSHIP PLAN FORMAT.....51

F OVERHEAD TRANSPARENCY OF RESEARCH ITEMS.....52

G OVERHEAD SLIDE FOR GROUP DYNAMICS PRESENTATION.....55

6

LIST OF TABLES

Table		Page
1	GROUP SCORES ADULT-ADOLESCENT PARENTING INVENTORY	30
2	GROUP SCORES PARENT ACCEPTANCE-REJECTION QUESTIONNAIRE	30
3	GROUP SCORES PERSONALITY ASSESSMENT QUESTIONNAIRE	32
4	GROUP SCORES CONNER'S SCALE	33
5	PRE- AND POST- SCORES STEPPARENTING QUESTIONNAIRE	34
6	CHANGES IN ACADEMIC AND BEHAVIORAL REPORT CARD GRADES	35

ABSTRACT

Enriching Adult-Child Affect in the Stepfamily Environment. Currie, John R., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Stepparent/Stepchild/Parent Education/Affection/Attachment Behavior/Affective Behavior/Parenting

This program was designed to strengthen relationships between stepparents and their stepchildren. The goals of the program were three-fold. The first goal was to improve the affective relationship between the stepparent and the stepchild. Second, improvement of the child(ren)'s achievement and behavior was expected. Third, improved parenting skills were to be developed through interaction, lecture, and structured practice activities.

The writer collected initial data which indicated a strong relationship between stepchildren, school discipline and emotional problems. Frequent counselling sessions with stepparents indicated a need for them to have a better understanding of child development, discipline, and the stepparenting role in general. Letters were sent home with children from stepfamilies soliciting interest in the program. Sufficient response was obtained and a stepparenting component was added to the existing parent education program. The program covered increasing stepparent's knowledge of the research on stepfamily dynamics, affection building activities, child development, and disciplinary techniques.

The results of the practicum were positive. The stepparents showed gains in the knowledge of stepparenting relationships, gains in affectionate interaction with their stepchildren, and improved disciplinary skills. The participants found the interaction with other stepparents to be among the most helpful benefits. Improvement in children's response at school were not significant, but it is believed the time was too short to note improvement. A longitudinal study and a longer implementation time is recommended.

CHAPTER 1

INTRODUCTION

Description of the Community

The public school which was the setting for this practicum serves families from an area in excess of 200 square miles. Within the school's attendance zone, there are two towns with populations under 1000. The remainder of the families reside in predominantly rural locations. There is rapid growth as this area is quickly becoming a "bedroom" community for a large metropolitan area.

The socio-economic breakdown is generally lower middle class. There are relatively few middle-middle to upper class families in the community, however, the growth trend lends itself to an increase in representation of these groups. Parents in most of the families are unskilled and work for tourist related concerns or in agriculture. In spite of the economic situation, the population is relatively settled and stable. Considerably few of the residents move away.

The Writer's Work Setting

The school serves children from kindergarten through the fifth grade. There were approximately five hundred children in attendance during the 1987-88 school year. The school is also a regional center serving the emotionally

handicapped students from the entire southern half of the county.

The 1987-88 school year there were twenty-seven teachers employed at the school. In addition, there were twenty four support personnel in positions such as bookkeeper, secretary, classroom aides, custodial and kitchen workers. The professional support staff included a guidance counselor and a curriculum specialist for the primary grades. The principal was the only administrative person on staff.

For the four years 1984-1988, the exiting academic achievement scores of the fifth grade students were first in the county twice and second place twice. The success of the program rests on three major premises of the school's plan: 1) the cohesiveness, training, and creative freedom of the staff, 2) the affective orientation of the staff toward the children, and 3) the recognition of the family as a critical component in the development of the child. The goals of the school include each of these areas, and there is a great deal of time and resources dedicated to meeting these goals.

The staff is encouraged to pursue training in the areas that support the program. In addition growth opportunities

are brought to the campus. A large portion of the annual budget is spent on staff growth and development. Teachers are encouraged to explore new ways of presenting material, and to make recommendations of signifcant program changes to the principal. As a result of teacher input a new transitional class has been implemented in the kindergarten - first grade level, a workshop in writing skills was conducted during pre-planning, an enrichment program for accelerated and talented children was added to the curriculum, and many minor curriculum adjustments are regularly made. These demonstrate the unified effort to make the school a better place for children to grow.

There is a thrust at the school toward touching, hugging, holding, and expression of acceptance and affection toward the children. It lends itself to the development of stronger self-concepts and in general happier children. There has been a great deal of positive publicity surrounding this aspect of the program. Nurturance is believed to be largely responsible for the gains in achievement test scores and significantly lower discipline referrals for aggressive behavior.

Family unity has been addressed in the school's annual plan since 1984. Parents and siblings are encouraged to

come to the school through frequent cook-outs, annual events such as family field days and overnight family campouts, volunteering, and parent classes.

The parent classes are offered throughout the year. These night classes address such concerns as: child development, discipline, communication, physical growth and development, and fathering. The attendance generally ranges from five parents to a high of sixty. These are most often conducted by the school's professional staff members with expertise in specific areas. Occasionally, outside professionals are enlisted. In each case, there is usually no charge to the parent and babysitting is provided.

The Writer's Role and Responsibilities

The writer is the principal of the school. As such, his responsibilities includes coordinating the entire school program, assessing the effectiveness of the curriculum in meeting community needs, recommending curriculum changes, implementing new programs, community relations, and staff selection, training and evaluation. He has served on the Drop-out Prevention Committee, the Steering Committee for Programs for Four-Year Olds, and the Principal Evaluation Committee, all of which are School Board madated. He has

also been a member of the county-wide Task Force to Study Residential Child Care Programs, and the Board of Directors of the YMCA.

The writer's academic background consists of a undergraduate degree with a dual major in special education and elementary education, and a Master's degree in special education with a minor in administration and supervision. Post masters work includes statistics, research, and developmental and physiological psychology.

His teaching experiences have spanned the developmental spectrum. He has established programs for the parents of emotionally involved and behavior disordered preschoolers, taught children with specific learning disabilities at the elementary and middle school levels, and taught undergraduate and graduate classes in colleges and universities. His work with parents has led to addresses at national conventions, pediatric seminars, state-sponsored workshops for professionals involved with families, and to university faculties. The thrust of these lecutures centered around methods for helping the parent to become more effective in meeting the emotional and developmental needs of their children, and being more responsive to parental concerns. Parent training and

counselling is a strong component of the writer's professional background.

Parent-child relationships and children's affective development are areas of intense interest to the writer. He has published an article on the importance of affection in school programs (Currie, 1988). The community recognizes this expertise through pediatric referrals of parents (and children) and occasional expert testimony called for by the courts. The school program demonstrates this through the implementation of the affective component, parental classes, parent and child counselling, and the overall family orientation. Many of the families which have sought help in the adult-child relationship were in a stepparenting situation.

Membership in professional organizations is perceive by the writer as important to personal and professional growth. His professional affiliations include the Society for Research in Child Development, the Association of Childhood Education International, and the National Association of Elementary School Principals.

CHAPTER II

Description of the Problem

In order to provide the most comprehensive services to the developing child, the school has taken an interest in providing services to families. These generally include activities designed to bring families together, counseling services and parent classes. These services have provided a great deal of positive growth to the school program through increased volunteer services and parental support. The affective thrust of the program has increased parental interest in children's emotional development, improved discipline, and cognitive growth. The result has been a large number of requests to help them become better parents through counseling for them and their children, teaching about development, and sharing new parenting skills and techniques.

The family as an institution is changing in complexion. Many of the children come from broken homes or stepfamily situations. The rate of divorce is sky-rocketing, and the community is feeling the changes. The need to provide a service to assist adults and children in adjusting to the transition from nuclear to stepfamily has been identified. Many of the calls to the school are from parents who have

just seperated. They seek both advice on how to work with their children and the school's help in supporting their children through this period of adjustment. In the same manner, many of the calls are from remarried parents looking for direction in helping children adjust to a new adult in their lives, and, often, helping the new adult adjust to the children.

For the child, this is a time of disorientation which is often manifest in increased acting out and aggressive behavior and decreased academic performance. This aggrivates the parent-child relationship.

Community services designed to assist in this type of situation are, for the most part, non-existent. Mental health intervention is not called for because the severity of most of these situations doesn't warrant it. Additionally, school programs to help with these problems are less threatening to the parent. There is no stigma attached to parenting classes or school counseling. Besides seeing how successfully the school addresses their children's development, they also feel a great deal more comfortable in approaching someone they know. Though there is a parenting program in place at the school, none of the components addressed the unique needs of the stepfamily in

general nor the stepparenting role specifically.

The problem, addressed by this practicum, was that parents and stepparents attempting family reorganization lack the skills, in most instances, to understand or limit the emotional difficulties of the children involved. This was further complicated in that few community sources were available for parent counseling and/or education.

Documentation of the Problem

Documentation of the problem addressed above consisted of a three-fold measure. First, a survey was distributed to stepfamilies. The parent and stepparent were asked whether they would attend a workshop for stepparents if it were offered (Appendix A). Second, a study was done to examine the tie between school discipline problems, both quantity and type, and family situation--stepfamily, single parent, and nuclear. The breakdown is shown in Appendix B. Third, teachers were asked to identify children in their classrooms who were not achieving academically as well as expected, who were acting out, withdrawn, seemed depressed, and/or had a hard time making and keeping friends. This information was paired with family type and is reported in Appendix C.

One hundred seventeen parent questionnaires were sent

home with children. More than one sibling may have received the material, therefore duplication might have occurred. Eleven families returned them. All eleven expressed an interest in having a stepparenting workshop offering. It is estimated that a little over ten percent responded to the questionnaire.

The results of the school discipline study indicate that children from stepfamilies constituted 58 percent of the school's discipline referrals, in 1987-88. This was considerably more than children from nuclear families who represented 27 percent of the referrals or children from single parent families with 15 percent (Appendix B). Of those stepchildren referred for discipline, the behavior was generally more aggressive than children in either of the other family types. Aggressive behavior such as hitting, kicking, biting, and hitting other children with objects accounted for 78 percent of the referrals of stepchildren (Appendix B). Further a stepchild was more likely than a child from a nuclear family to be sent to the office more than once during the school year. Thirty-one percent of the stepchildren referred to the principal were sent more than once during the 1987-88 school year, while only 20 percent of the children from nuclear families were

sent more than once (Appendix B).

On a questionnaire which asked classroom teachers to identify: 1) the child with the most problem with acting out behavior, 2) the most withdrawn child, 3) the child most notably not working up to capacity, and 4) the child who had the hardest time making and keeping friends. Teachers tended to identify children who were referred most often to the principal for disciplinary problems. Of the students that were identified as acting-out behavior problems, having difficulty making and keeping friends, or having a difficulty with work production a significant number were stepchildren (see chart in Appendix B).

Anaylsis of Causes

The data presented above illustrated that, at least for this school site, stepchildren were at a higher risk for behavior often identified with high degrees of stress, low self-concept, and a need for greater amounts of adult attention. It was not unlikely that the unsettling of the family situation contributed to these emotional indicators.

The frustration exhibited by many of the parents in dealing with these behavioral problems led the writer to believe that they were often at a loss as to how to handle

the children at home. In a large number of cases, the uncertainty of the role of the stepparent was another indicator of the confusion in the home. This confusion fed the child's behavioral manifestations, and thus put the family in a circular pattern of cause and effect.

During counseling sessions, many of the children expressed a concern about and a continued affection for the non-custodial parent. They had a difficult time accepting the new adult. They perceived the situation as one in which they should "take sides". Expressed anger at either of the biological parents or both was not uncommon. Nor was it uncommon for them to see the stepparent as an unwanted substitute. Unfortunately, verbalizing these feelings was at the very least perceived, by the child, as precarious.

In this writer's anaylsis there were four probable causes for the problem: 1) lack of parental understanding and skill in the area of attachment behaviors, group processes, and family dynamics; 2) little knowledge of the affects of divorce and remarriage on the child; 3) lack of well defined roles for the stepparent in comparison to the non-custodial biological parent; and 4) limited outlet for child(ren)'s expression of feelings. In short, parents and

stepparents often lacked the knowledge and skill required to help children adjust to the new family composition.

The Relationship of the Problem to the Literature

Marital dissolution is becoming a more frequently occuring problem. It is estimated that between twenty-five and thirty-three percent of children in the schools in 1990 will be a part of a stepparent situation (Furstenberg and Spanier, 1987; Ganong and Coleman, 1986).

An increasing amount of data suggests that children are at-risk for emotional difficulties from the divorce and remarriage of their parents. Among the presenting problems identified are low self-worth and disrupted self-identity (Stanton, 1986); increased problems in socialization including aggressive behaviors and conduct disorders (Bray, Berger, Mann, Silverblatt, and Gershenhorn, 1987; Prinz, Bella, and Oppenheimer, 1983; Touliatos and Lindholm, 1980).

Other problem areas addressed in the literature concern the parent-child and stepparent-child relationships. These include resistance on the part of the child to accept the remarriage or the new spouse (Anderson and White, 1986); unrealistic expectations of instant love between stepparent and children (Anderson and White, 1986; Kompara, 1980;

Stanton, 1986); the lack of love between the stepparent and child (Ganong and Coleman, 1986); and inconsistencies in rule setting and disciplinary methodologies (Bray, et al, 1987; Furstenberg and Spanier, 1987; and Kompara, 1980).

The literature confirmed that the problems with the amount and types of behavioral referrals experienced at the school site were common to the stepchild population in general. Parental needs for communication and management skills and the need to understand the child's emotional status during readjustment was also well supported.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION METHODS

Goals and Expectations

The goals of this practicum were three-fold. First, assist the parents and stepparents in redefining family roles in order to allow for the development of new alliances and identifications without denigrating old ones (i.e., the non-custodial biological parent). Second, to assist the parent(s) and stepparent in establishing realistic goals and timelines for the child(ren)'s adjustment. Third to show improved child behavior at home and in school.

Objectives and Measurement Methods

In order to achieve the goals of this practicum, the following objectives and measurement methods were identified.

1) The parent(s) and/or stepparent will demonstrate an increased knowledge of the application of research to the child and the stepfamily situation. The evidence for accomplishment will be an increase of at least twenty percent on the post test score of a twenty-five question instrument used at the time of program entry.

2) The participants will develop and implement a

performance plan for activities to build attachment relationships with their stepchild(ren). Evidence of completion will be the submission of a plan developed in conjuction with the facilitator of the program which includes a method of data collection designed by the facilitator and participant.

3) The children involved will show improved school behavior. Evidence of completion will be improvement noted on the child's report card in two behavioral areas, or no decrease in grades, or a combination of both, over a nine week grading period.

Assessment Instruments

A twenty-five item research based instrument was developed to measure the entry level knowledge of the effects of divorce and remarriage on the child (Appendix D). This instrument was used as a pre- and post- measure of increased parental and stepparental knowledge.

To document application of the knowledge to the adult-child relationship, a plan was developed using the form shown in Appendix E. Implementation was evidenced by data that was collected according to the individual plan.

Report card grades were used to demonstrate effectiveness of the implementation on the child(ren)'s

behavior. Both behavioral and academic grades will be utilized.

Plans for Analyzing Results

The results of this practicum are presented in numerical form utilizing chart and graphic presentations, for the most part. Some entries such as the final program evaluation are reported in narrative form, as there is no way to quantify it.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

When a remarriage takes place the chances are good that at least one of those wed will be also "marrying" children from a past union. Stepparenting is a difficult social position to undertake without the tools necessary to foster a healthy relationship with the stepchildren. As it is, the situation places the children "at risk" for a multitude of emotional problems, especially if the relationship of the new adult to the child is not affectively addressed.

The literature identifies parent education as powerful intervention. It is an efficient method of providing the tools and understanding necessary to strengthen the relationship of the stepparent and children. Educational programs for the parents and stepparents have been found to be helpful in reducing many of the stresses related to negative child behaviors and perceptions. This is accomplished through realistic expectations and improved parenting skills (Bray, et al, 1987; Prinz, et al, 1983; Stanton, 1986). Warren (1982), in discussing post-divorce parenting, points out:

> ...it appears that the educational programs

> have some effects on the family. Children's problem behaviors decrease markedly, they report somewhat less anxiety... Perhaps the programs which focus on parenting skills and family communication are having the desired effect on the function of the children and family-without lessening some of the other stresses which might cause parent depression and anxiety to remain high (page 8).

There are several ways to address the educational delivery of service to these families. Three of these might include counseling, parent education, or educational experiences designed to meet the unique needs of the stepfamily.

Counseling is perhaps the most recommended for families in crisis. It represents a functional yet costly intervention. Thus, it is not recommended as a first-line intervention where other less involved and more cost effective services can be provided. Further, counseling is not generally viewed as a preventive intervention. Education, on the other hand, can provide the parents with skills necessary to prevent many of the problems associated with reconstituting a family.

Programs for general parenting skills serve as an

effective arena for training parents in m ethods for improving child development, unifying child-rearing beliefs and approaches, and to some degree addressing the emotional "ups and downs" of the children in their care. These programs can offer a unified understanding and approach to the parent and stepparent, however, they do not necessarily address the unique needs of the stepfamily.

The third alternative is to develop a program specifically to address the stepparent situation. One might add stepparenting as a component to a general parenting program which is modular in nature, thus allowing for coverage of the unique needs of the stepfamily while utilizing the other components to strenghten specific parenting skills.

In the case of the setting of this practicum, the third alternative was selected as the most cost and service efficient choice. There was a modular parent education program in place. It addressed child development, attachmentment, discipline methods, fathering, and methods of enhancing the child's educational experience. The inclusion of the stepparent component was perceived as viable.

Within the descriptions of various parent education

programs there are two prevalent models--purely knowledge based and those which encourage knowledge and activity based involvement. They are most successful when they are activity based (Hobbs, Dokecki, Hoover-Dempsy, Maroney, Shayne, and Weeks, 1984). Indeed, most of the packaged materials avaiable today encourage an activity based learning experience. Among these programs are Assertive Discipline (Canter and Canter, 1982), Active Parenting (Leavitt, 1982), and Parent Effectiveness Training (Gordon, 1975).

Another concept that is discussed in the literature is whether the content of parent education should be based on the needs perceived by the professional or the needs perceived by the parent. Keniston and the Carnegie Council on Children (1977) and Lasch (1977) suggest that parent education is a process of professionals imposing their values on the parent. Dokecki, Roberts, and Moroney (1979) view parent education as addressing the needs specifically identified by the parent. The potential of joining the two views is strong.

The literature supports an educational experience as important to the adjustment of the stepfamily. Obviously, the decision to begin an educational component to address

the needs of the stepparent is not without many choices. Methods of service delivery are varied as are the methods of presentation of material.

Description of the Selected Solution

The selected solution for stepparent education was the establishment of an additional component, of five two hour sessions, to become a part of the parent education model currently in place, at the school. It, like many of the other components, was activity based. Time was also provided for two individual sessions which were utilized in establishing an individual plan of action and in evaluating the progress of that plan.

There was a blend of professionally imposed material and addressing needs specifically identified by the individual participants. Professional coverage included establishing an understanding of the most common emotional repercussions to the child during divorce and remarriage, methods to minimize these repercussions, a breakdown of activities that encourage strong adult-child attachment, realistic goals for establishing a stepparent relationship, and legal considerations for the stepparent. Within the structure of the course, the stepparent identified needs specific to his/her situation and established a plan of action to

satisfy those needs. This plan was developed in conjunction with a facilitator and included a method of accounting for implementation and ongoing evaluation.

To the extent possible, both biological parents were encouraged to attend the program as well as the stepparent. This added mutual understanding of the goals, which was meant to diffuse any anxiety on the part of either of the natural parents. It also encouraged a unified approach toward understanding and meeting the child(ren)'s needs.

Report of Action Taken

The implementation process required twelve weeks. The initial five weeks were spent in enlisting the services of other professionals, developing, selecting, and procuring materials, and advertising the program.

The guidance counselor and the primary specialist were asked to serve as facilitators. A local attorney was also asked to avail himself to the group one evening to present items of interest from the law concerning stepparenting and answer any questions that the group might have.

Materials were constructed, selected, and ordered as needed. Appendix E lists the norm referenced materials selected for use. They were selected to assist the participants in assessing parenting skills and determining

their level of parental involvement and their perception of the stepchildren involved. In short, they determined their child-view. Plans for presentation were outlined for the other professionals involved.

An advertising flier was produced. Copies were distributed to the local pediatrician's office and the newspaper, as well as sent home with children from the school.

Weeks six through twelve were designated for actual meeting times. Weeks six, seven, eight, ten and eleven were utilized for group discussion and lecture. Weeks nine and twelve were designated for individual sessions.

On week six the participants met for the first time. After selecting a code number to ensure anonymity, they spent the first hour and a half completing the pre-Stepparenting Questionnaire, the Adult-Adolescent Parenting Inventory (Bavolek, 1984), the Mother Personality Assessment Questionnaire (Rohner, 1984), the Mother Parent Acceptance-Rejection Questionnaire (Rohner, 1984), and the Conners Scale (Conners, 1973). Note should be taken at this point to clarify that both the Mother Personality Assessment Questionnaire (PAQ) and the Mother Parent Acceptance-Rejection Questionnaire (PARQ) are standardized

on a mixed population of males and females. There are male norms for the PARQ.

The data obtained from the above instruments became a reference for weeks seven and eight and in preparing individual action plans. The last half hour was spent in reviewing the proposed schedule and obtaining input from the participants as to what they hoped to get form the workshop.

On week seven results of the normative instruments were returned. During this session a presentation was made around what the data from two of the measures indicated.

These were the Adult-Adolescent Parenting Inventory and the Personality Assessment Questionnaire. Results were then tied to the Baumrind (1971) parenting style model during the lecuture portion of the presentation. A discussion followed.

Participants' child-view, or how the participants perceived the child(ren), was discussed during the eighth week. The data form the Adult Parent Acceptance-Rejection Questionnaire and the Conners Scale were used. The discipline data collected at the school was also shared. The discussion centered around affection, discipline, and child(ren)'s attitudes in the stepparenting relationship.

The group did not meet on the ninth week. The time was

taken by individual sessions with facilitators to design an intervention program to strengthen stepparent and stepchild affective ties, improve discipline at home, and open channels of communication. Data from the measurement instruments was often utilized in the process. Individual participants had varied problems and this allowed them to personalize and give specific direction to the program. From this point forward access to their facilitator was available at any time through appointment.

In developing the individual plans there were three basic areas of concern identified by the participants. These were discipline problems, relationship (affect) problems, and communications problems. Interventions were written as behavioral objectives and as much as possible were designed to overcome the difficulty with as much comfort for both the stepparent and the child as possible.

In the case of discipline problems the model selected was assertive discipline. Rules were developed and communicated to the child(ren). Consequences were also developed, communicated to the child(ren), and consistently followed. No physical punishment was permitted to be used in disciplining.

When presenting problems centered around the area of

affection and attachment, plans were developed which included physcial contact and affiliation. Two such plans included the following objectives: 1) the participant will hold the child on his lap for a minimum of thirty minutes per day; 2) the participant will play rough and tumble games with his stepson for thirty minutes per day. In the case of an older child, the objective read: the participant will will spend thirty minutes time each day engaged in some form of interaction with his stepson/daughter.

If the problem concerned communications, the objectives included readings in childhood and adolescent development; proximity closeness; time alone with the child; recommended specific "ice breakers" based on individual child(ren)'s individual personality(ies). Faciltiators had to have a fairly good understanding of the individual child(ren) to feel comfortable in prescribing these objectives. The "fit" was more specific than in either discipline or affection.

Various forms of data collection were included in plans. Some involved simple tallying of oppositional and positive behaviors. Others were more time consuming and included logging times and types of child involvement.

The tenth week was devoted to a review of the literature concerning stepfamilies. An overhead slide (Appendix F)

containing items from the research was presented. Items were reviewed one at a time and a discussion followed each. Participants were able to verify many of the items from their personal experiences.

The topic for the next session (eleventh week) was group dynamics as it pertained to the family. Adaptations of Carew, Parisi-Carew, and Blanchard (1984) were made for this presentation. Using the visual presentation illustrated in Appendix G, the participants were able to follow the dynamic process of establishing relationships within the family. Also covered during this final group meeting were the legal aspects of stepparenting. The attorney's presentation was in the form of question and answer. The post- Stepparenting Questionnaire was administered on this evening. The participants were also asked to evaluate their experience by listing the three most helpful aspects of the program and three things they had wished we explored.

The twelfth week was set aside to evaluate the progress in implementing the individual plans developed during the ninth week. This session was delayed by one week because of the interference of Halloween. However, that gave an extra week for implementation and most probably made the follow-up meeting more productive and meaningful.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Nine participants representing seven families were enrolled. These included one stepmother and her non-custodial husband, six stepfathers, and one of whom brought with him the custodial mother.

The initial data collected through the (AAPI) Adult-Adolescent Parenting Inventory (Table 1) and the (Mother PARQ) Parent Acceptance-Rejection Questionnaire (Table 2) were used to illustrate to the participant the strength of his/her parenting skills and the level of his/her understanding of the parent role. We referred to this as the parenting-view (or "How I see myself as a parent.").

The AAPI data shows that the group scores centered around the test mean. The high and low scores illustrate some of the fluctuation in individual personalities. Data is computed on a scale of 10, with the mean centering around 5 or 6. In interpreting the results of this instrument, the lower scores represent inappropriate expectations, lack of empathy, strong belief in corporal punishment, and reversal of family roles. The higher end represents a stronger skills orientation.

Table 1

Adult-Adolescent Parenting Inventory

Group Scores

	High	Low	Mean
Inappropriate Exeptations	8	4	5.4
Empathy	7	2	6.3
Corporal Punishment	8	2	5.4
Role Reversal	8	5	6.4

Note: normal range 5 - 6

The results reported in Table 2, summarize the data collected for the PARQ. This instrument is designed to measure parental skills across the affective realm. As can be seen in this table the group means are all within one standard deviation from the mean. Warmth as reported represents the overall level of affection in the adult-child

Table 2

Parent Acceptance-Rejection Questionnaire

(Mother PARQ) Group Scores

	High	Low	Mean	PARQ Mean	SD
Warmth	40	21	28.87	31.26	9.21
Hostility/Aggress	43	23	27.63	29.00	8.77
Neglect/Indifference	34	19	25.13	27.04	6.79
Rejection	28	12	16.25	19.11	5.15

relationship, the aggression/hostility measure represents the strength of the adult's belief in physical or emotional punishment and/or overall relationship with his/her children, neglect and rejection are self-explanatory.

Child-view ("How I see my child.") was the second area of input. Each particpant responded to the Personality Assessment Questionnaire (PAQ) and the Conner's Scale. These instruments were used to help in identifying areas of concern in the children's behavior. Participants were told to keep in mind the most troubling child in the family when responding to the items in each instrument. Table 3 summarizes the results of the Personality Assessment Questionnaire. In determining the data illustrated, the means reported for adult males was utilized. Because the Questionnaires were coded to protect anonymity it was impossible to determine which of the Questionnaires were completed by the women particpants. As can be seen in Table 3 the group means were within one standard deviation of the instrument means. Individual high and low scores are reported for each area.

Table 3

Personality Assessment Questionnaire

(Mother PAQ) Group Scores

	High	Low	Mean	PAQ Mean	SD
Hostility/Aggress	18	12	15.4	14.09	3.34
Dependency	22	17	19.4	16.45	2.98
Neg Self-Esteem	11	8	10.0	11.93	3.18
Neg Self-Adequacy	13	9	10.6	12.70	3.33
Emotion Unresponsive	22	8	13.8	12.93	2.87
Emotion Instability	18	11	15.8	16.03	2.94
Negative World View	10	7	8.2	11.23	3.99

The scores for the Conner's Scales are reported in Table 4. Means above 1.5 indicate a stronger than average inclination for the children as a group or the individual child to be manifesting the corresponding behavioral traits. Though the group means are less than 1.5, it is interesting to note that three of the seven children reported scored significantly for conduct problems, three of seven were significantly high in impulsive-hyperactive behavior, and two of seven were high in learning problems. These results are supportive of the literature, and to some degree the school disciplinary data presented earlier in this report.

This data was utilized in setting individual plans of action in place during the fourth week of the program. Both the individual stepparents and the facilitators found the data useful, in some cases, in analyzing the dynamics of the adult-child dyad. Further it identified goal areas in relationship building.

Table 4

Conner's Scale

Stepchildren Scores

	High	Low	Mean
Conduct Problems	2.00	.57	1.23
Anxiety	1.28	.28	.77
Impulsive/Hyperactive	1.62	.50	1.05
Learning Problems	1.50	.25	.87
Psychosomatic	.80	.20	.48
Perfectionism	1.00	.00	.47
Anti-Social	.25	.00	.00
Muscular Tension	1.00	.00	.55

Note: Score above 1.50 is a higher than average

The objective based plans of intervention that were developed for each participant helped keep inteventions in perspective. No particpant had more than two activities prescribed at any one time. This was done to ensure

performance. Unfortunately, the adults involved did not keep accurate data on their plans, though this was part of the plan. Reporting of interventions was not as data based as would have been helpful though all participants claimed significant growth in their relationships with their stepchildren as a result of the workshop. It would be helpful in replication to either have built in reinforcers for data collection, regular phone calls during the week, or the skills demonstrated at sometime.

The pre- and post- Stepparenting Questionnaire, showed a significant increase in group mean scores as a result of the program. However, the increase did not meet the criterion stated in the program objective (20 point gain). Table 5 is used to report the means and the high and low scores for each administration. This suggests some growth in knowledge of the literature and current research

Table 5

Stepparenting Questionnaire

Pre- and Post- Scores

	High	Low	Mean
Pre-	76	56	69
Post-	96	72	85

Mean Difference = 16

Child change was measured by changes in report card scores, both in academics and behavior. As can be seen in the Table 6, fluctuation is minimal. It is felt that evidence of this nature will take more time to develop, than one grading period. Perhaps the data would have been more meaningful if child change were measured through readministration of one or both of the child-view measures discussed earlier in this paper.

Table 6

Changes in Academic and Behavioral Report Card Grades for Stepchildren

Net Change in Academic Grades = 0

Net Change in Behavioral Grades = +1

(Note: Grading period August 1988 - December 1988)

A final workshop evaluation was done at the time of the post administation of the Stepparenting Questionnarie. Each participant was instructed to turn the paper over and list three things that they found helpful and three thing that they would have liked to have changed in the presentation.

Though all material turned in to the facilitators was coded, none of the papers listed three recommendations for change. Of those who did list recommendations for change, more of a longitudinal approach was suggested. Rather

REFERENCES

Anderson, J. Z. and White, G. D. (1986). An empirical investigation of interaction and relationship patterns in functional and dysfunctional nuclear families and stepfamilies. Family Process, 25, 407-422.

Baumrind, D. (1971). Current patterns of parental authority. Developmental Psychology Monographs, 4, 1-103.

Bavolek, S. J. (1984). Adult-Adolescent Parenting Inventory. Schaumburg, IL: Family Development Associates.

Berman, C. (1986). Making it as a stepparent: New roles/new rules. New York: Harper & Row.

Bray, J. H., Berger, S. H., Mann, T., Silverblatt, A. H. and Gershenhorn, S. (1987). Parenting practice and family process during early remarriage. Baltimore, MD: Biennial Meeting of the Society for Research in Child Development. (ERIC Document Reproduction Service No. ED 281 665).

Canter, L and Canter, M. (1982). Assertive discipline for parents. Santa Monica, CA: Canter and Associates.

Carew, D. K., Parisi-Carew, E., Blanchard, K. H. (1984). Group development and situational leadership: A model for managing groups. Escondido, CA: Blanchard Training and Development, Inc.

Conners, K. (1973). Background and preliminary components of the children's ECDEU battery. Psychopharmacology Bulletin, (Special Issue, Pharmacotherapy of Children), 24-60.

Currie, J. R. (1988). Affect in the schools: A return to the most basic of basics. Childhood Education, 65, 83-87.

Dokecki, P. R., Roberts, F. B., and Moroney, R. M. (1979). Families and professional psychology: Policy implications for training and service. New York: paper presented at the annual meeting of the American Psychological Association.

Furstenberg, F. F. Jr., Spanier, G. B. (1987). Recycling the family: Remarriage after divorce. Beverly Hills: Sage Publications.

Ganong, L. H. and Coleman, M. M. (1986). Stepchildren's perceptions of their parents. Journal of Genetic Psychology, 148, 5-17.

Gordon, T. (1975). Parent effectiveness training: The tested new way to raise responsible children. New York: Plume.

Hobbs, N., Dokecki, P. R., Hoover-Dempsey, K. V., Moroney, R. M., Shayne, M. W., and Weeks, K. H. (1984). Strengthening families. San Francisco: Jossey-Bass Publishers.

Keniston, K., and the Carnegie Council on Children. (1977). All our children: The american family under pressure. New York: Harcourt Brace Jovanovich.

Kompara, D. R. (1980). Difficulties in the socialization process of stepparenting. Family Relations, 29, 69-73.

Kupisch, S. J. (1983). Stepping in. Atlanta: paper presented at the annual meeting of the Southeastern Psychological Association.

Lasch, C. (1977). Haven in a heartless world: The family beseiged. New York: Basic Books.

Leavitt, S. E. (1982). Active parenting: A trainer's manual. Omaha, NB: Boys Town Center.

Prinz, R. J., Bella, B. S., and Oppenheimer, K. C. (1983). Children of separating parents: They are not all alike. Los Angeles: American Psychological Association Convention. (ERIC Document Reproduction Service No. ED 241 854).

Rekers, G. A. (1986). The essential characteristics of the father's role for child adjustment and family strength. Washington, D.C.: paper presented at the United States House of Representatives. (ERIC Document Reproduction Service No. ED 275 403).

Rohner, R. P. (1984). Handbook for the study of parental acceptance and rejection: Measurement of parental acceptance-rejection and its social-emotional consequences. Storrs, CT: University of Connecticut.

Stanton, G. W. (1986). Preventive interventions with stepfamilies. Social Work, 31, 201-206.

Touliatos, J. and Lindholm, B. W. (1980). Teachers' perceptions of behavior problems in children form intact, single-parent, and stepparent families. Psychology in the Schools, 17, 264-269.

Warren, N. J. (1982). Parenting after divorce: Evaluation of preventive programs for divorcing families. Washington: American Psychological Association Convention. (ERIC Document Reproduction Service No. ED 232 101).

APPENDIX A

PARTICIPATION QUESTIONNAIRE

Letterhead

April 12, 1988

Dear Stepparent:

I am currently putting together a special addition to our parent education program at Elementary. It will be a five to seven session program designed to help stepparents build more comfortable, realistic and healthier relationships with their stepchildren. This comes at the request of several stepparents who either aren't sure of their roles (including discipline), are having difficulty building a comfortable relationship with their stepchildren, or are noticing difficulties on the part of the stepchild(ren) in adapting to the stepfamily idea.

During the course we will touch on the following:

1) Family and group processes.
2) Ways children respond to divorce and remarriage.
3) The role of the stepparent.
4) Activities to build closer relationships with stepchildren.
5) Legal rights, responsibilities, and ramifications.

The course will be activity based. Sharing and discussing with each other will be a large part of the program. Items from the research both on stepparenting and child development will be presented.

If you are interested in such a program, please return the bottom portion of this letter before April 22, 1988.

Name _____ Phone: _____Day

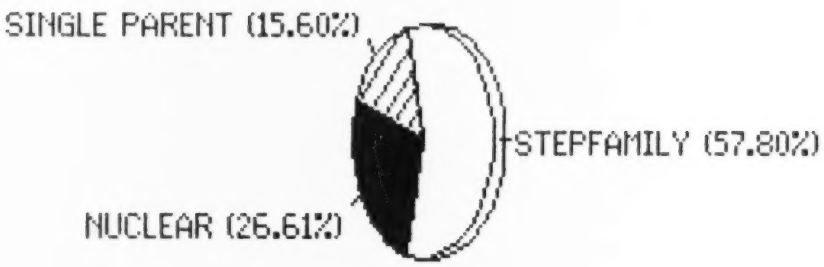
_____Night

Stepchild(ren) and ages: _____

APPENDIX B

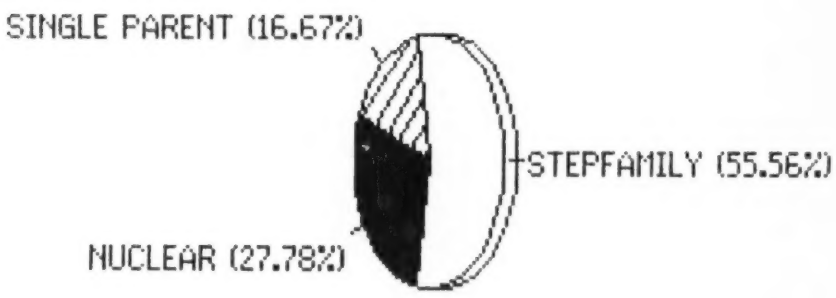
DISCIPLINE DATA

DISCIPLINE REFERRALS
BY FAMILY TYPE
1987 - 1988

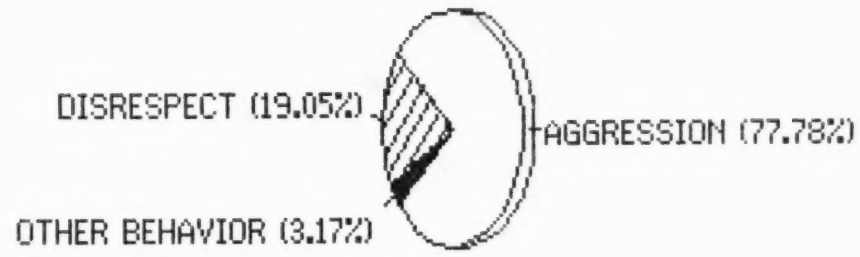


Data from mid-size elementary school

CHILDREN WITH MULTIPLE REFERRALS
BY FAMILY TYPE
1987 - 1988

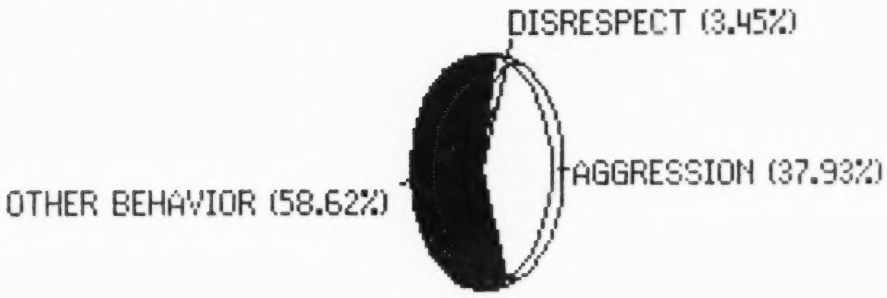


REFERRALS BY TYPE OF OPPOSITIONAL
BEHAVIOR AND FAMILY TYPES
1987 - 1988



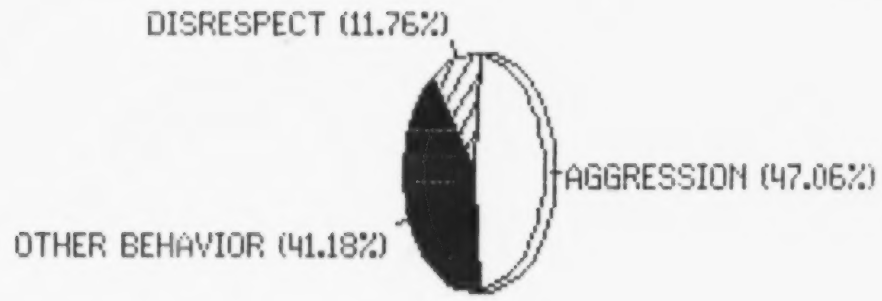
Stepfamily

REFERRALS BY TYPE OF OPPOSITIONAL
BEHAVIOR AND FAMILY TYPES
1987 - 1988



Nuclear Family

REFERRALS BY TYPE OF OPPOSITIONAL
BEHAVIOR AND FAMILY TYPES
1987 - 1988



Single Parent

APPENDIX C

TEACHER IDENTIFICATION DATA

TEACHER IDENTIFIED BEHAVIORS

Reported by Number and Percentage Per Question

1. Which of the children in your classroom had the biggest problem with acting-out behavior?

Stepfamily	8	53%
Nuclear Family	3	20%
Single Parent	4	27%

2. Which of the children would you say is the most withdrawn?

Stepfamily	1	7%
Nuclear Family	12	80%
Single Parent	2	13%

3. Which of the children is most notably not working up to capacity?

Stepfamily	6	43%
Nuclear Family	6	43%
Single Parent	2	14%

4. Which of the children in your classroom had the hardest time making and keeping friends?

Stepfamily	7	46%
Nuclear Family	4	27%
Single Parent	4	27%

APPENDIX D

STEPPARENTING QUESTIONNAIRE AND KEY

Participant Number _____

STEPPARENTING QUESTIONNAIRE

1. Most children have emotional setbacks as a result of the remarriage of their custodial parent. T F

2. ...as a result of the remarriage of their parent that does not have custody of them. T F

3. Remarriage can lead to acting-out behavior from children. T F

4. Remarriage can lead to withdrawal behavior from children. T F

5. If left alone, most children are resilient and will adjust to the stepparent situation over time. T F

6. Girls have more trouble adjusting to a stepfather than do boys. T F

7. If a child is going to cry about emotional events and feelings he/she is better off left alone to work it out. T F

8. A major problem arising in the stepfamily is over the role the stepparent is expected to assume in the disciplining of the children. T F

9. The most effective way to show a child that you care is to spend a lot of one to one time with the child. T F

10. After awhile the parent who does not have custody of the children will "drift off into the sunset" and we'll all be better off. T F

11. If handled well before the marriage, the resentment felt by the child can be totally avoided. T F

12. Boys and girls needs differ a great deal in the parental relationships. T F

13. Parent education is an effective means of correcting and preventing problems with children involved in a remarriage situation. T F

14. Parents with stepchildren should avoid having children of their own. T F

15. After about age six, boys shouldn't be held or cuddled by their father. It has a tendency to feminize them. T F

16. As the stepparent, I have no legal right to the child's school records. T F

17. Given time I can fulfill the role vacated by the child's parent who does have custody of the child. T F

18. The most effective way to handle the child early in the marriage is to allow his/her natural parent to take care of the disciplinary role and gradually assume more of the role in time. T F

19. If it has been a long time since the non-custodial parent has contacted the child it will be easier to substitute for him /her. T F

20. There is a risk that if I punish my stepchildren they will resent me for it, and I will lose a lot of ground in the relationship. T F

21. My job in this relationship is to father (or mother) the stepchild. T F

22. The feelings and thoughts of the parent who does not have custody of the child are not important in setting up a disciplinary or parental program in our new setting. T F

23. The most effective way to handle misbehavior is with a lot of firm discipline. T F

24. The stepchild has no legal right to my estate unless I grant it to him /her. T F

25. Stepchildren from both sides usually hit it off better than either parent expects. T F

Answer Key for Stepparenting Questionnaire

Question	Research	Answer
1.	Kompara (1980), Bray, et al. (1987)	T
2.	Kompara (1980), Bray, et al. (1987)	T
3.	Touliatos and Lindholm (1980)	T
4.	Touliatos and Lindholm (1980)	T
5.	Furstenberg and Spanier (1987)	T
6.	Bray, et al. (1987)	T
7.	Kupisch (1983)	F
8.	Kompara (1980), Bray, et al. (1987)	T
9.	Bray, et al. (1987), Rekers (1986)	F
10.	Furstenberg and Spanier (1987)	F
11.	Stanton (1986)	F
12.	Prinz, et al. (1983), Bray, et al. (1987)	T
13.	Rekers (1986), Warren (1982)	T
14.	Berman (1986)	F
15.	Kupisch (1983)	F
16.	Local School Board Policy	F
17.	Anderson and White (1986)	F
18.	Bray, et al. (1987), Kompara (1980)	T
19.	Kupisch (1983)	F
20.	Berman (1986)	F
21.	Bray, et al. (1987)	F
22.	Furstenberg and Spanier (1987)	F
23.	Bray, et al. (1987)	T
24.	Kompara (1980)	T
25.	Berman (1986)	F

APPENDIX E

RELATIONSHIP PLAN FORMAT

Relationship Plan

Parent/Stepparent Name(s): _____

Child(ren) names and ages: _____

1. Family goals I (we) hope to accomplish during this course:

2. What am I going to do to work toward these goals? What types of things do I (we) want to see change in the child(ren)'s behavior? Objectives to help me accomplish these goals (set with facilitator):

3. How will I (we) keep track of my (our) progress? As much as possible the measurement method should have a numerical basis (develop this part with the facilitator):

APPENDIX F

OVERHEAD TRANSPARENCY SLIDE FOR RESEARCH ITEMS

Some thoughts reported in a review of stepparenting:

The most successful stepfathers, during the first two years of remarriage, developed warm, involved, and communicative relationships with their stepchildren.

Successful stepfathers did not attempt to take over the family system and were described as neither detached nor immediately over-involved.

Instead of trying to establish new and possibly conflicting expectations, rules, and discipline practices: successful stepfathers were supportive of the custodial mother, yet were not afraid to set appropriate limits for children.

Although stepfather did not appear to behave differently with stepdaughters than with stepsons, girls in stepfamilies expressed less warmth in this relationship than boys.

Girls in stepfamilies were more anxious than girls in intact families and demonstrated more anger towards their remarried mothers.

Amount of time living in the stepfamily was not positively related to the perceptions of the stepfather or the stepchildren.

Adults in stepfamilies with girls reported significantly higher marital adjustment and satisfaction than adults in stepfamilies with boys.

There is a 40% chance of marriage failure if there are stepchildren involved.

Nondivorced families were rated as having more positive moods and better communication skills than stepfather families.

Interpersonal interactions in stepfamilies were observed to be more coercive than in nondivorced families.

Husbands and wives in stepfamilies exhibited a more negative mood and had poorer communication skills than couples in nondivorced families.

Husbands in stepfamilies were more coercive towards their wives than were husbands in nondivorced families, particularly in families with boys.

Remarried mothers and stepfathers were rated as being more coercive and exhibited more negative moods with their children than mothers and fathers in nondivorced families.

Parents in stepfamilies with boys exhibited more negative moods than all other parents.

Parents in stepfamilies were ore coercive toward their sons than parents in nondivorced families.

Mother in stepfamilies and stepfathers reported significantly more conflict with children concerning rules than did parents in nondivorced families.

Children in stepfamilies reported significantly more conflict over rules with their stepfathers than did children with their biological fathers.

Mothers in stepfamilies also reported significantly more conflict with their remarried husbands over parent-child rules and issues than did mothers in nondivorced families.

Mothers in stepfamilies and stepfathers reported expressing significantly less affection toward their children than did parents in nondivorced families. These differences were primarily for boys in stepfamilies.

Boys in stepfamilies reported receiving more affection from their mothers than did boys in nondivorced families.

Girls in stepfamilies reported receiving more affection from their mothers than did boys in stepfamilies.

Fathers in nondivorced families reported having more parental control than stepfathers.

Parents in nondivorced families were rated as having a significantly more authoritative parenting style than parents in stepfamilies.

Parents in stepfamilies had more authoritarian parenting styles than parents in nondivorced families.

Mothers in stepfamilies were more likely to use stern, dogmatic control without explanation of reasons for discipline and not promote independent decision making on the part of their children.

Stepfathers were also significantly less authoritative than fathers in nondivorced families toward their children.

Remarried mothers had more conflict over rules with their children and husbands, exhibited less affection toward their children, and provided less monitoring and control of their children's behavior than did nondivorced mothers.

Stepfathers were rated as less authoritative in parenting and further reported that they have more conflict, give less affection, and provide less monitoring and control to their stepchildren than nondivorced fathers.

More authoritarian parenting style is related to more behavior problems.

More behavior problems were associated with less affection between parent and child on parental ratings, but more behavior problems were associated with more affection between mother and child on boy's ratings.

More behavioral problems for girls in stepfamilies were related to more punitive discipline practices by mothers, more punitive and rational discipline practices by stepfathers, more interparental conflict over rules and childrearing issues, more hostility in the family, and less self-disclosure or intimacy in the family.

More behavior problems were associated with girls' ratings of more affection between mother or stepfather and child.

It appears that most attempts by stepfathers to discipline their stepchildren lead to behavior problems at this early stage.

Since inconsistent and authoritarian parenting tend to lead to more negative outcomes for children, this finding may point to an area for early intervention.

Information taken from:

Bray, J. H., Berger, S. H., Mann, T., Silverblatt, A. H., and Gershenhorn, S. (1987). Parenting practices and family processes during early remarriage. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore.

APPENDIX G

OVERHEAD TRANSPARENCY SLIDE FOR GROUP DYNAMICS PRESENTATION

STEPFAMILY GROWTH CYCLE